Cambridge International AS & A Level

TRAVEL & TOURISM	9395/11
Paper 1 The Industry	May/June 2023
MARK SCHEME	
Maximum Mark: 100	

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Social Science-Specific Marking Principles
(for point-based marking)

1   Components using point-based marking:
- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a   DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b   DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c   DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d   DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e   DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f   DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g   DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2   Presentation of mark scheme:
- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3   Calculation questions:
- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4	**Annotation:**
	• For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
	• For levels of response marking, the level awarded should be annotated on the script.
	• Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1(a)	**Explain <u>two</u> ways the Smithsonian Institute may meet the needs of educational tourists.** Award one mark for each way and a second for explanation. • Leaflets (1) may be provided to describe the exhibits which may be of relevance to their curriculum(1) • Variety of exhibits (1) which will have significance to history of the country which may be studied (1) • Range of galleries (1) containing a wide variety of artefacts which will appeal to various cultural tastes, which may be studied and used in projects (1) • Facilities for educational groups (1) so that numbers can be easily accommodated and teaching can take place (1) • Webinars (1) so that teaching can be done remotely (1) • Courses and research facilities may be booked (1) so that the exhibits etc. may be used (1) Credit any other reasonable answer.	4
1(b)	**Explain <u>three</u> ways a non-commercial organisation may generate income.** Award one mark for each way identified and a second for explanation. • Donations (1) may be made through wills and boxes about the organisation to supplement ticket and other sales (1) • Sales of tickets (1) will raise money to support the work of the organisation (1) • Shops/cafes will sell goods (1) which will help raise additional funds (1) • Grants (1) may be given by Governments to help in various projects (1) • Legacies (1) will be left in wills by people who were members (1) • Fundraisers (1) will allow people to raise money which can support a non-commercial organisation (1) Credit any other reasonable answer.	6

Question	Answer	Marks
1(c)	**Assess how a museum may use new technology.** Indicative content: Smart phones and apps which will allow the use of the phone for booking and paying, guides or for uploading and taking photographs. Social media sites are easily accessed via the phone which will be wi-fi enabled. Can also include the use of tablets whilst visiting organisations such as museums and art galleries. E-ticketing use by museum which will help queues and reduce costs, also making visit entry faster for visitors. Advertising on social media sites or targeted at specific customers. Security technology such as x ray machines for checking bags. Other relevant information should also be credited. Mark according to the levels of response criteria below. **Level 3 (5–6 marks)** Candidates will show a clear understanding of the question and effectively assess how a museum may make use of new technology. Candidates effectively assess a range of ways and attempt to weigh up the significance of each. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology. **Level 2 (3–4 marks)** Candidates will show an understanding of the question and include explanations of how new technology may be used by a museum. There may be some attempt to assess and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology. **Level 1 (1–2 marks)** Candidates identify/describe some possible ways new technology can be used by a museum. Information may be a list of points and explanations may be incomplete and arguments partial (if present). The answer lacks coherent organisation and there is little or no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. **Level 0 (0 marks)** No content worthy of reward.	6

Question	Answer	Marks
1(d)	**Discuss the importance of museums in the conservation of cultural heritage.**	9
	Indicative content:	
	Using education programmes to inform about items or aspects of culture so people will realise their importance and keep them conserved.	
	Preservation and conservation of artefacts as people with the necessary skills or knowledge will be available through the museum.	
	Actively promoting aspects of culture in the form of exhibitions and displays in the museum will show how important this is and so people will be more accepting of this.	
	Sending items out on tour throughout regions and other countries highlights the cultural artefact and so they will have more reason to conserve and look after them.	
	Taking part in research activities and conserving items uncovered by members of staff from the museum will provide more background information about them.	
	Other relevant information should also be credited.	
	Mark according to the levels of response criteria below.	
	Level 3 (7–9 marks)	
	Candidates will show a clear understanding of the question and include detailed identification and discussion of the importance of museums in the conservation of cultural heritage. Candidates effectively discuss and attempt to evaluate a range of ways and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.	
	Level 2 (4–6 marks)	
	Candidates will show an understanding of the question and include some explanation of importance of museums in the conservation of cultural heritage. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.	
	Level 1 (1–3 marks)	
	Candidates identify/describe some of the ways in which museums may assist in the conservation of culture. Information may be a list of points, explanations are incomplete and arguments partial (if present). The response will lack coherent organisation and there is no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.	
	Level 0 (0 marks)	
	No content worthy of reward.	

Question	Answer	Marks
2(a)(i)	**Using an example, define the term 'film tourism'.** Award one mark for the definition and a second mark for an example. Film tourism is a form of specialised tourism where tourists visit the locations made famous by various films. (1) Examples may include: Hogwarts school/railway bridge in Scotland (1) Hogwarts Express train/Kings Cross Platform 9¾ (1) Star Wars locations – Tunisia/Ireland (1) Game of Thrones – Northern Ireland etc. (1) Credit any other reasonable answer.	2
2(a)(ii)	**Suggest <u>two</u> reasons why tourists may be attracted to film tourism locations.** Award one mark for each reason. Tourists may see filming be undertaken (1) Tourists may see famous faces in the location (1) Tourists will see the specific locations from their favourite films (1) Tourists will feel they are walking in famous footsteps (1) Tourists will be able to have their photograph taken in the same places (1) Credit any other reasonable answer.	2
2(b)	**Explain <u>three</u> likely components of a specialised package aimed at film tourists.** Award one mark for each likely component and a second mark for explanation. Excursions (1) to visit specific locations like the Hogwarts express (1) Talks (1) by people involved in making the film (1) Costumes (1) used for hotel meals (1) Themes (1) from a film used for weekend with exhibits/memorabilia etc. (1) Travel (1) to the destination or transfers between areas is often included as part of a package holiday (1) Accommodation in hotels (1) close to film studios or other relevant part so the holiday would be provided (1) Showcasing/tour etc. (1) bringing together all the main points of the destination in one tour (1) Credit any other reasonable answer.	6

Question	Answer	Marks
2(c)	**Explain <u>two</u> infrastructure developments that would encourage tourism.** Award one mark for identifying an infrastructure development and up to two further marks for the explanation provided. • More hotels (1) may be required to support larger numbers of visitors. (1) Different types of hotels may be needed to accommodate different types of tourists within the area – for example budget hotels. (1) • Transport infrastructure (1) will be needed to allow ease of access (1) for a larger number of visitors. Improvements may need to be made to them to allow visitor numbers to be managed easily. (1) • Health care facilities (1) will be needed in out of the way areas (1) where there are a number of people in case of accidents – failure to deal with emergencies may result in a bad image. (1) • Communication infrastructure (1) to introduce wi-fi/telephone signal etc. in remote areas so all can access (1) and tourists/businesses will be able to organise excursions/book travel/keep in contact with work/head office (1) Credit any other reasonable answer.	6

Question	Answer	Marks
2(d)	**Discuss how the issue of intangibility in the travel and tourism industry may be resolved.** Indicative content: A product/service is intangible when it cannot be easily evaluated/tried out in advance of purchase. The problem may be overcome in several ways: • Distribution of sales literature and advertising. • By producing videos or displaying content on social media platforms. • Through giving virtual tours to prospective clients. • By offering the product/service at discounted rates in order to encourage the purchase of it. • Familiarisation trips will help people prepare for their holidays as they will be aware of what can be found there. Other relevant information should also be credited. Mark according to the levels of response criteria below. **Level 3 (7–9 marks)** Candidates will show a clear understanding of the question and include detailed identification and discussion of the ways in which the problem of intangibility may be overcome. Candidates effectively discuss a range of methods and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology. **Level 2 (4–6 marks)** Candidates will show an understanding of the question and include explanations of the ways in which the problem of intangibility may be overcome. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology. **Level 1 (1–3 marks)** Candidates identify/describe some ways in which the problem of intangibility may be overcome. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. **Level 0 (0 marks)** No content worthy of reward.	9

Question	Answer	Marks
3(a)(i)	**Define the term 'hostel'.** Award one mark for a correct definition. A hostel is a form of low cost/basic/budget accommodation, it is usually shared/a bed in a dormitory, with shared use of a lounge and sometimes a kitchen. Credit any other reasonable answer.	1
3(a)(ii)	**Suggest <u>three</u> reasons why hostels are popular with tourists.** Award one mark for each reason. Answers must refer to hostels. • Usually cheap and unfussy which suit tourists with dirty equipment (1) • Tourists can come and go without causing too much disruption (1) • Found in many out of the way tourist sites (1) • Popular with travellers so lots of friends/like-minded travellers about (1) Credit any other reasonable answer.	3
3(b)	**Explain <u>three</u> reasons why hostels may use organisational standards.** Award one mark for each reason and a second mark for the accompanying explanation. • A set standard is recognised (1) this means that customers will recognise the types of facilities that they can expect (1) • Providers can see what level they are at (1) this means that they can compare themselves with other forms of accommodation (1) • Can see what standards others have (1) and can therefore develop strategies to improve their own levels of service so gaining an edge (1) • Makes it easier for staff to see what level they have to operate at (1) and this means that the staff will be happier knowing what is expected of them (1) Credit any other reasonable answer.	6

Question	Answer	Marks
3(c)	**Discuss why changes in tourist attitudes and tastes may have a negative impact on hostels.**	6
	Indicative content:	
	Tourists want some luxury in their accommodation and therefore hostels may be too basic.	
	Tourists want a greater range of facilities, such as restaurants whereas hostels will be self-catering.	
	Tourists may be travelling singly and feel more protected in a hotel environment and so a section of their market may be lost.	
	There are various brands of hotels which fit virtually every niche/tourist group so demand for hostels will drop.	
	Other relevant information should also be credited.	
	Mark according to the levels of response criteria below.	
	Level 3 (5–6 marks)	
	Candidates will show a clear understanding of the question and include detailed identification and discussion about the negative impact that changing attitudes and tastes may have on hostels. Candidates effectively discuss a range of points and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.	
	Level 2 (3–4 marks)	
	Candidates will show an understanding of the question and include explanations about the negative impact that changing attitudes and tastes may have on hostels. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.	
	Level 1 (1–2 marks)	
	Candidates identify/describe some ways that hostels are negatively impacted by changing attitudes and tastes. Information given may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.	
	Level 0 (0 marks)	
	No content worthy of reward.	

Question	Answer	Marks
3(d)	**Assess appropriate methods of customer feedback for hostels.** Indicative content: Descriptions of customer feedback techniques including informal feedback, social media, suggestion boxes, comment cards would be appropriate. Some form of assessment of the value to a hostel should be given. Other relevant information should also be credited. Mark according to the levels of response criteria below. **Level 3 (7–9 marks)** Candidates will show a clear understanding of the question and include detailed identification and assessment of the most suitable customer feedback techniques for a hostel to use. Candidates effectively assess a range of methods and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology. **Level 2 (4–6 marks)** Candidates will show an understanding of the question and include explanations of the most appropriate customer feedback techniques for a hostel. There may be some attempt to assess and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology. **Level 1 (1–3 marks)** Candidates identify/describe some methods a hostel may use to obtain customer feedback. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. **Level 0 (0 marks)** No content worthy of reward.	9

Question	Answer	Marks
4(a)(i)	**Define the following terms:** Award one mark for each definition. **scheduled airline** Flights that run to a published timetable and operate whether they are full or not. **chartered airline** usually contracted by a tour operator to fly to a tourist destination during the peak season carrying holidaymakers. Credit any other reasonable answer.	2
4(a)(ii)	**Suggest <u>two</u> reasons why a business customer may use a scheduled airline.** Award one mark for each reason. • Timings will be known (1) • Facilities on scheduled flights would be better e.g. business flights (1) • Flights operate year round (1) • Unlikely to be cancelled due to lack of passengers (1) • Use of business class and its facilities (1) Credit any other reasonable answer.	2
4(b)	**Explain <u>three</u> advantages of using rail transport for international travel.** Award one mark for identification of each advantage and a second mark for explanation. • Travel is easy from city centre to city centre (1) so that onward travel is also quick and easy (1) • City destinations are reached easily (1) more accessible than airports (1) • Usually no luggage restrictions (1) so travellers can take a larger amount of luggage on their journey (1) • Can get up and walk about (1) this allows more freedom on the journey meaning it may be more comfortable (1) • Check in procedures are faster (1) so less time is spent on journeys (1) • Fear of flying (1) rail may be preferable for people who do not like to fly because of safety fears (1) • Sustainability/responsible tourism (1) use of rail allows the transport of more people and makes less pollution (1) Credit any other reasonable answer.	6

Question	Answer	Marks
4(c)	**Explain <u>two</u> social factors that may encourage people to travel.** Award one mark for each social factor and up to two further marks for the explanation. - Longer life span (1) means that people have more time available to travel (1) and are more likely to visit friends and relatives (1) - Early retirement (1) means people are more active when they retire (1) and so are more likely to spend time travelling (1) - Paid holidays (1) allow people to travel as they can afford both the time and the holiday (1) as their incomes are settled (1) - Increased health awareness (1) so people may travel for medical treatment (1) to destinations where treatments are cheaper/more experienced in particular types of treatment (1) Credit any other reasonable answer.	6

Question	Answer	Marks
4(d)	**Discuss the importance of staff training for employees of transport providers.** Indicative content: Training should be given in general areas such as health and safety and in the operational practice of the organisation they are employed in so that they operate within a safe working environment. For example with airlines as health and safety briefings have to be given to passengers Training needs to cover the operational practices within their organisation which will make them feel more secure/more confident in what they are doing. Such as checking the transportation methods are safe and fit for purpose – trains and buses have regular inspections. There should also be job specific training about their particular role. Other relevant information should also be credited. Mark according to the levels of response criteria below. **Level 3 (7–9 marks)** Candidates will show a clear understanding of the question and include detailed identification and discussion of the importance of staff training for transport providers. Candidates effectively discuss a range of methods and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology. **Level 2 (4–6 marks)** Candidates will show an understanding of the question and include explanations of the importance of staff training for transport providers. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology. **Level 1 (1–3 marks)** Candidates identify/describe some reasons why staff training is important. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. **Level 0 (0 marks)** No content worthy of reward.	9